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September 4, 1992

OPEN LETTER TO MEMBERS OF THE ONTARIO UNIVERSITY COMMUNITY AND OTHER INTERESTED PERSONS

The Minister of Colleges and Universities, the Honourable Richard Allen, has established a steering committee to make recommendations to him on the restructuring of the Ontario university system. As co-chairs of the steering committee, we are writing this letter to the university community of Ontario and to other interested parties to inform you about the steering committee, to share with you its terms of reference and to tell you about the members that make up the steering committee. Equally importantly, we want to solicit your co-operation.

The terms of reference speak for themselves. In general terms, the steering committee will be developing recommendations to the Minister on long-term strategies that will assist in positioning the university sector to respond to the present and future challenges. The Steering Committee will be guided in its work by a statement on postsecondary education prepared by the Honourable Richard Allen. A copy of this statement is enclosed. The members of the committee are named on the enclosed list. They were appointed by the organizations they represent.

The steering committee's first task is to identify the issues, establish a relative priority of the issues and prepare a restructuring agenda based on those issues. The steering committee has been asked to report its proposed agenda to the Minister by October 31, 1992. Institutions, organizations or individuals who wish to make suggestions to the steering committee at this stage are encouraged to write to the University Restructuring Steering Committee Secretariat, c/o Ontario Council on University Affairs, 7th Floor, 700 Bay Street, Toronto, Ontario M5G 1Z6. The fax number is 416-963-0231. Please forward suggestions not later than October 2, 1992 so that the steering committee will be able to take account of them as it prepares its October 31st report.

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After the Steering Committee has reported its proposed agenda to the Minister and the Minister has responded, the Steering Committee will communicate further with you about how it will proceed and how the community and interested parties will be involved.

Yours truly,

Colin Graham,
Interim Chair,
Ontario Council on University Affairs
and Co-Chair of the Steering Committee

Bernard J. Shapiro,
Deputy Minister of Colleges and Universities
and Co-Chair of the Steering Committee

Enclosures:

1. Terms of Reference of the University Restructuring Steering Committee
2. Minister's Statement
3. List of members.

TERMS OF REFERENCE
UNIVERSITY RESTRUCTURING STEERING COMMITTEE

The Restructuring Mandate:

The Minister of Colleges and Universities has initiated a process to reshape the postsecondary sector so as to be responsive to the continuous or lifelong education, training and knowledge needs of a modern economy and democratic society, and to ensure the fullest possible response to the government's equity/access agenda within an environment of constrained public resources. In order that this reshaping may be accomplished, the Minister has established Restructuring Steering Committees for each of the college and university sectors to identify and address issues which have the potential to contribute to the reshaping of the postsecondary sector.

Given the needs and anticipated demands for postsecondary education over the next decade, the role of the University Restructuring Steering Committee is to develop recommendations to the Minister on long term strategies that will assist in positioning the university sector to respond to the future challenges. To this end, the Steering Committee is requested to:

- develop a restructuring agenda of the potential issues/options to be addressed, including identifying priorities within the agenda that will permit the Committee's work to be completed in stages;

- identify a range of potential options that government and/or institutions might pursue toward the goal of reshaping the university system as outlined above, including the implications of implementing each of the options, the costs involved, and how those costs could be met; and

- submit recommendations -- on a staged basis, as work is completed on specific issues/options -- on those strategies which have the greatest potential to contribute to the restructuring goal.

Policy Context:

In order to provide the Restructuring Steering Committees with a policy context within which restructuring issues and options could be considered, a Minister's Statement on Postsecondary Education, as well as a paper outlining the Policy Parameters of Postsecondary Education, have been prepared.

Establishing the Restructuring Agenda and Priorities:

The range of potential issues and options relating to restructuring which the Steering Committee could address is very broad. The preliminary task is to develop the restructuring agenda to identify the issues to be addressed and assigning relative priorities for the Steering Committee's consideration. The Steering Committee should be guided, in the development of the restructuring agenda and the identification of relative priorities, by the following considerations:

- The Steering Committee should focus its attention on those restructuring issues/options which, in the view of the Steering Committee, have the greatest potential to position the university sector to continue meeting its mandate within limited fiscal resources.

- The Steering Committee should focus its attention on those issues requiring government-institution and/or inter-institutional co-operation, rather than those which can only be addressed by individual institutions alone.

- The Steering Committee is expected to integrate current ministry policies and the work of existing/recent task forces (e.g. the Aboriginal Education and Training Strategy, Task Force on University Accountability, Task Force on Advanced Training). While existing task forces will continue to report directly to the Minister, the work of such task forces will have implications for, and should be considered in, the work of the Steering Committee.

- The Steering Committee is not intended to duplicate the ongoing operational or policy functions of the advisory councils or the ministry.

The Steering Committee's recommendations on the restructuring agenda and priorities will be reviewed by the Minister.

Without limiting the scope of issues the Steering Committee may address, the Minister specifically requests advice on the following issues:

- **Institutional Specialization/Program Rationalization**

  Where/under what circumstances is there the greatest potential to achieve savings from increased specialization/rationalization? For example, should there be increased specialization amongst universities

with regard to professional education? What strategies are required in order to evolve toward a more differentiated university system?

- **Quality of Undergraduate Teaching**

As resources have become more constricted over the past several years, concern has been expressed about the impact on the quality of undergraduate teaching. The recent Commission of Inquiry on Canadian University Education made a number of recommendations which would impact on the teaching function of universities. What options exist to strengthen the undergraduate teaching function within the fiscal environment?

- **Alternative Delivery Mechanisms**

Many of the proposals for transition assistance related to alternative delivery mechanisms. What options for alternative delivery provide the greatest potential for achieving savings from the increased use of technology in delivering postsecondary education? Are there other non-technological options for alternative delivery with potential for increased cost-effectiveness?

- **Eligibility for Public Funding**

Given limitations on public funding, is there currently public funding directed to particular types of educational activities which should be redirected to areas of higher priority? If so, should greater use be made of full-cost recovery activity and/or should the private sector assume a greater role in meeting educational needs which are not publicly financed? Could other public institutions deliver the training/education better or more cost-effectively? What are the appropriate relative roles of the private and public sectors?

- **Restructuring of the Academic Year**

What options exist for restructuring the university academic year to make better use of physical plant, learning resources, human resources and/or partnerships with employers? Should there be much stronger linkages with employers and labour in order to provide students with more experience in the work force as a component of the education?

In developing the agenda and in addressing issues on the agenda, the Steering Committee is requested to consider the impact of restructuring on the accessibility of the postsecondary system for members of groups traditionally under-represented in postsecondary education, including francophones, the disabled, visible minorities, and Aboriginal people. The Steering Committee should consider the potential impact of its recommendations on the other components of the postsecondary sector, particularly on the relationship between colleges and universities. Consideration should also be given to the appropriate funding arrangements between government and universities, particularly the funding distribution mechanism.

Process:

The development of appropriate options and their implications should be accomplished through the involvement of a wide range of individuals involved and/or interested in postsecondary education. The Steering Committee will need to consider, therefore, how to manage the process in an open and consultative manner.

The Steering Committee is authorized and encouraged to establish, as appropriate, sub-groups to address specific issues within its mandate.

Reporting and Timing:

Restructuring in the postsecondary sector is expected to be an ongoing process, and it will be important for government and the system to begin implementing restructuring strategies as soon as possible. In recommending the restructuring agenda and the relative priority of the issues, the Steering Committee will be establishing a basis for future reporting. The Steering Committee is requested to submit reports to the Minister on specific issues as the work is completed.

An initial report on the agenda developed by the Steering Committee is requested by October 31, 1992. A final report, which may also include recommendations with regard to any further work required to address issues arising from the Steering Committee's mandate and work, is to be submitted by December 31, 1993.

Membership:

The Steering Committee will be composed of nineteen members. The Co-Chairs will be the Deputy Minister, MCU and the Chair, Ontario Council on University Affairs. The seventeen remaining members

of the Steering Committee will be those individuals nominated by the organizations outlined in the attached appendix. Given the large size of the Steering Committee, additional observers will generally not be permitted at Steering Committee meetings. In cases where the member is unable to attend, an alternate will be permitted.

Organizations nominating members will be expected to cover the costs of their participation (e.g. travel costs).

August, 1992

APPENDIX

MEMBERSHIP OF THE UNIVERSITY RESTRUCTURING STEERING COMMITTEE

Co-Chairs:	Chair, Ontario Council on University Affairs Deputy Minister, Ministry of Colleges and Universities
one member	Advisory Council on Francophone Affairs
one member	Aboriginal Education Council
two members	Council of Chairmen of Ontario Universities
four members	Council of Ontario Universities (at least one a faculty colleague)
two members	Ontario Confederation of University Faculty Associations
one member	Confederation of Ontario University Staff Associations
one member	Canadian Union of Public Employees
one member	Ontario Federation of Students
one member	Ontario Graduate Association
two members	Ontario Council on University Affairs
one member	Ministry of Colleges and Universities

MINISTER'S STATEMENT ON POSTSECONDARY EDUCATION

In the last 20 years, Ontario has moved into an era of mass postsecondary education on a scale virtually unrivalled by other jurisdictions. Approximately one million Ontario adults now access our colleges and universities annually. Enrolment projections, labour market needs and the challenge of living in a global society point to a further 34% increase over this decade. Technology, workplace reorganization, changing demographics, the challenge of a high performance economy in an age of global competition/co-operation, the demands of democratic politics in a complex society, and the ongoing human thirst for understanding -- are combining, despite the many accommodations already made, to break the historic mould of postsecondary education in Ontario. No longer the finishing schools of the professions, the cocoons of highly educated elites, or the isolated institutes of the pure researcher, our postsecondary institutions are undergoing transformation into vehicles for an education-saturated society in which, for individuals, learning never ends, and for an economy where it will be increasingly difficult to detect where workplace ends and academy begins. Excellence remains the goal, not in the husbandry of an elite but in the cultivation of all. In the continuum of learning, the most advanced researcher will be but the most refined learner amongst us.

The challenge of a new paradigm of open, continuous and successive learning is and will be enormous, and even daunting, in terms of institutional change. It forces -- to some degree has already forced -- alterations in funding, diversity of institutions, governance, accountability, student support, styles of learning and teaching, institutional structures, relationships between institutions and systems and between education and the world of work. New technologies stand poised to link postsecondary studies to a waiting public as never before and to link industries to training, education and research in new ways. In a new paradigm, equity and access take on a new meaning as means and ends, but justice, the good life and economic efficiency alike require that quality remain the goal. A new paradigm of postsecondary education is a goal worth our best efforts. In a context of constraint it forces us to reconsider existing commitments, to repriorize and reallocate in order to expand what momentum presently exists and to enhance resources available for the task. To do otherwise is to miss the challenge of the hour.

July, 1992

University Restructuring Steering Committee

List of Members

Ministry of Colleges and Universities

Co-Chair

Dr. Bernard Shapiro
Deputy Minister
Ministry of Colleges and Universities

Ms. Jan Donio
Assistant Deputy Minister
Student Support and Corporate Services
Ministry of Colleges and Universities

Ontario Council on University Affairs

Co-Chair

Professor Joy Cohnstaedt
Chair
Ontario Council on University Affairs

Mr. Colin Graham
Ontario Council on University Affairs

Partner
Ernst & Young

Dr. Jill Vickers
Ontario Council on University Affairs

Professor
Department of Political Science and
Canadian Studies
Carleton University

Aboriginal Education Council

To be announced

Canadian Union of Public Employees

Ms. Morna Ballantyne
Senior Research Officer
National Office
Candian Union of Public Employees (CUPE)

Comité consultatif des affaires francophones

Dr. Dyane Adam
Présidente
Comité consultatif des affaires francophones

Vice-Rectrice adjointe
à l'enseignement et aux services en français
Université Laurentienne

Confederation of Ontario University Staff Associations

Mrs. Barbara Johns
President
Confederation of Ontario University Staff Associations
Information Services Department - Bata Library
Trent University

Council of Chairmen of Ontario Universities

Dr. Roberto Grosso
Physician

Chair
Board of Governors
Laurentian University

Mr. David W. Pady
President
Chardonnay Consultants Limited

Chair
Board of Governors
Wilfrid Laurier University

Council of Ontario Universities

Dr. Peter George
President
Council of Ontario Universities

Professor Robert Prichard
President
University of Toronto

Dr. Marcel Hamelin
Rector
University of Ottawa

Dr. Catherine Ross
Associate Professor
School of Library and Information Science
University of Western Ontario

Ontario Confederation of University Faculty Associations

Dr. Saul Ross
President
Ontario Confederation of University
Faculty Associations

Professor
Department of Human Kinetics
University of Ottawa

Dr. Mary Frances Richardson
Professor
Department of Chemistry
Brock University

Ontario Federation of Students

Mr. Shawn Rapley
President
Carleton University Students' Assocation

Ontario Graduate Association

Mr. Chris Clark
Chair
Ontario Graduate Association

Graduate student
Department of Business Administration
University of Ottawa